



Great Bedwyn Primary School's Local Offer – updated Sept 2025



Children with every type of need are supported at our school and we make our best efforts to ensure that every child makes good progress and is well prepared for transition to Key Stage 3.

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does Great Bedwyn School know if my child needs extra help?	We identify the need for extra help by; - Identification by the Class Teacher, Learning Support Assistant or from a parental concern - Reflecting on assessment, daily marking and feedback. - The use of GRSS (Graduated Response to SEND Support) to identify needs - Monitoring progress in interventions - Reviewing needs and provision. Outside agencies will be contacted if necessary.			
What should I do if I think my child may have a special educational need or disability?	- Contact the class teacher and a meeting will be arranged so your concerns can be discussed. - The class teacher will then discuss provision and support with the SENCO. You will be welcomed to review meetings should this be necessary.			
How will I know how Great Bedwyn School supports my child? How will I know how my child is doing? How will I be involved in discussions about and planning for my child's education?	We work closely with all our parents to ensure that all pupils are happy and are making progress. Working in partnership with parents and children with SEND is even more important , Therefore the following occurs: • A 'one page profile' is drawn up in partnership with your child so your child's views on how they learn best are captured. • When required, a 'Pupil Passport' is created which provide a one page overview of the needs of your child for all adults working in school. • An IEP (Individual Education Plan) tracks a cycle of 'Assess, Plan, Do, Review' support which will be reviewed with parents three times a year. This may lead to a 'My Plan' or a 'statutory My Plan' if needed. Parents will be involved in discussions about support their child will receive and provided with a copy of the IEP or 'My Plan' agreed for their child and the strategies and interventions put in place to help them achieve agreed outcomes. • Parent's evenings will take place to discuss attainment and any other wellbeing issues that may arise. • An annual report outlines attitudes towards learning, progress made and attainment compared to national expectations. • Annual reviews for any child with an EHCP (Education Health and Care Plan) include Parents and Parental contribution is valued.			

How will the curriculum be matched to my child's needs?	• At Great Bedwyn, inclusion is a priority and we make every effort to ensure that all learners are able to access Quality First Teaching. We use a range of strategies to ensure that the curriculum is accessible as possible to children with SEND and they are learning with their peers in their classrooms. • Class Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from Learning Support Assistants or specialist staff eg. HLTA (Higher Level Teaching Assistant) or ELSA (Emotional Literacy Support Assistants) • The class teacher will deliver high quality learning opportunities that, where necessary, are differentiated and personalised so that the individual needs are met. • Specific resources and strategies will be used to support every child individually and in groups. • The class teacher will use appropriate assessments to set outcomes which are both aspirational and achievable. • The class teacher will plan lessons which ensure there are no barriers to all children achieving.
How will you help me to support my child's learning?	The following opportunities will be given for parents to support their children at home: • There are opportunities throughout the year specifically for parents of SEND children to attend workshops on learning and also to meet informally with other parents of SEND children. • Access to Individual support will be given to parents to enhance knowledge and understanding of teaching methods when necessary and appropriate. • At parent's evenings and additional meetings, parents and teachers will share information on how your child learns best. • Parents receive agency reports which often include support materials for home use.
What support will there be for my child's overall well-being?	The school promotes a positive behaviour ethos as outlined in our Behaviour Policy. The school also teaches children strategies to help them socially and emotionally in the following ways: • Circle time and Nurture Groups • Emotional Literacy Support Assistant (ELSA) • Mindfulness • Collective worship • Conflict Resolution The school uses the Jigsaw PSHE scheme of work. Individual support or small Nurture groups may teach social skills and coping strategies, delivered by an ELSA. A 'quiet area' (nurture nest) is available in the playground to allow children to sit quietly and self-regulate or have a peaceful moment. Primrose Grove is an area on the school grounds dedicated to small supportive Nurture Groups. The school offers many opportunities for children to participate in after school enrichment. The school gives all children equal opportunity to participate in all activities regardless of need. A buddy system is in place to give older children responsibilities to care for others.

What specialist services and expertise are available at or accessed by the school?	Communication and interaction County Specialist SEND support (SSENS) Speech and Language Therapy Behaviour support SWAPP- Educational Psychologist Paediatrician ELSA	Cognition and Learning. County Specialist SEND support (SSENS) Paediatrician Educational Psychologist	SEMH Social, Emotional and Mental Health difficulties. CAMHS School nurse Social care CAF ELSA Paediatrician	Sensory and/or Physical needs School nurse Occupational therapy Physiotherapy Visual Impairment Specialist Hearing Impaired Specialist Paediatrician
What training are the staff supporting children and young people with SEND had or are having?	ELSA Neurodiversity Training Speech and Language support Scaffolding for SEND Trauma Informed Zones of Regulation	WESFORD dyslexia profiling Precision Teaching Dyscalculia support Little Wandle Keep up and Catch up	ELSA Conflict Resolution Zones of Regulation Team Teach	Sparks (gross motor skills) Fizzy Hands (fine motor skills) Team Teach
How will my child be included in activities outside the classroom, including school trips?	Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to allow all children to participate. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated			
How accessible is the school environment?	The school environment is suited to all children. We have a track around the school field to make it accessible to wheelchair users all year round. We have accessible and inclusive classrooms and a toilet that are wheelchair friendly. We make use of Assistive Technologies can be used to support children who are visual or hearing impaired. Further reasonable adjustments can be made in order to make the school accessible according to need.			
How will the school prepare and support my child when joining Great Bedwyn School or transferring to a new school or post-16 provision?	Transition is very important to us. The SENCO attends transition visits of Foundation Stage children to be on hand to answer any questions that parents may have and begin to make relationships with families who have a child with an already identified need. Before any child moves to our school we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend time in their new class so they know the expectations, can be allocated a buddy and understands the procedure for early morning routines. Once we know that a child with SEN is joining us we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a 'transition plan' to help a child settle into the school easily and happily.			

	This transition should only take a short amount of time and will be decided upon during the initial meeting. A Pupil Passport can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on. Whenever a child moves to another school we always pass on school records to the new school. If a child has SEN we also: • Pass on SEN records to the new school including SEN support plans or statutory My Plans. • Liaise with the SENCO and head teacher or class teacher of the new school to clarify any information necessary. If needed we can include ways to support a child during their transition to a new school through their SEN support plan or Statutory My Plan. For example, extra visits to the school, or transition work in preparation for the move eg: maps or photographs of the new school or working on a new one page profile for the new school. • A transition meeting is organised for any child with an EHCP at the end of year 5 ready for Year 6 moving into secondary education. • We invite the new school to the last annual review of a child with an EHCP and a transition plan can be set up as part of this meeting.
How are the school's resources allocated and matched to children's special educational needs?	The school has a delegated budget for children with Special Educational Needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during parent meetings three times a year and modified to ensure effective support to maximise the learning and progress of the children. Tracking progress on a regular basis will ensure the provision matches the need. We aim to ensure that we support children with SEND to be independent in their learning.
How is the decision made about how much/what support my child will receive?	
Who can I contact for further information?	If you wish to discuss your child's needs, please contact the school office to arrange a meeting with your class teacher ,followed by the SENCO: Flora Kay Great Bedwyn Primary School,Farm Lane, Great Bedwyn, Marlborough, Wiltshire SN8 3TR Tel: 01672 870482 Email: admin@greatbedwyn.excalibur.org.uk